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Jerusalem); by Comm. Santi Pesarini (S. Paolo Fuori le Mura); and by Mons. Giovanni Riasiotti (S. Maria Maggiore and S. Martino ai Monti).

At the end of the volume will be found some interesting notes by Dr. B. Nogara, including a review of the recent German publications on the Hittites.

C. D. C.

The following publications of the American Classical League, October, 1919, may be obtained from Andrew F. West, Princeton, New Jersey. The prices include postage prepaid.

1. *Our Need of the Classics*. A vigorous, original, and graceful short address by JOHN H. FINLEY, commissioner of education for the State of New York at the National Classical Conference in Milwaukee, July 3, 1919. Very useful for general circulation. Single copies 5 cents, 5 copies for 10 cents, 100 copies for 50 cents.
2. *Greek in English*. A keen and witty pamphlet by REV. FRANCIS P. DONNELLY, of Holy Cross College, revealing the surprisingly important part Greek plays in our present-day English. Single copies 5 cents, 5 copies for 10 cents, 100 copies for 50 cents.
3. *Carmina Latina*, edited by PROFESSOR ROY C. FLICKINGER, of Northwestern University. Eleven simple Latin songs with music and one Greek song are included—including "America" and "The Star Spangled Banner." Single copies 10 cents, 10 copies for 50 cents, 25 copies for \$1.00.
4. *High Schools and Classics*. By FREDERICK IRLAND, reporter of debates for the House of Representatives, Washington, D.C. A forcible and amusing demonstration by actual recent examples of the weakness in English of pupils who do not study the classics. It should be read by every high-school student. Single copies 5 cents, 10 copies for 25 cents, 25 copies for 50 cents, 100 copies for \$1.50.
5. *The Classics in British Education*. Official document issued in May, 1919, by the British Ministry of Reconstruction, urging the importance of classical education and advocating enlarged provision for teaching Latin and Greek in the schools "so that every boy and girl who is qualified to profit from them shall have the opportunity of receiving adequate instruction in them." It is a complete answer to the misstatements that Great Britain is "giving up" the classics in her school education. Single copies 5 cents, 10 copies for 25 cents, 25 copies for 50 cents, 100 copies for \$1.50.
6. *The Old Humanities and the New Science*. By SIR WILLIAM OSLER, Regius professor of medicine in the University of Oxford. This masterly address was delivered in Oxford May 10, 1919, before the Classical Association of Great Britain. It is a review of the relations of science and the classics with special reference to the domain of university studies by a scientific thinker of exceptional eminence. Its philosophical sweep, historical and scientific knowledge, literary grace, and candid spirit make it the most

valuable recent exposition of the inner harmony of the highest scientific and classical education. Single copies 20 cents.

7. *Value of the Classics*. A volume of about four hundred pages containing the statements of President Wilson, ex-President Taft, Theodore Roosevelt, and nearly three hundred other eminent Americans, together with statements from France and Great Britain, in behalf of classical education. Also the most complete recent statistics on the subject. Orders for this book should be sent to the Princeton University Press, Princeton, N.J. Single copies bound in boards, \$1.00; in cloth, \$1.50.
8. *The Assault on Humanism*. By PROFESSOR PAUL SHOREY, of the University of Chicago. Single copies 60 cents. Orders for this brilliant monograph should be sent to the *Atlantic Monthly*, Boston, Massachusetts.

Horace: Select Odes. Edited with Introduction, Notes, and Vocabulary by J. JACKSON. Oxford: Clarendon Press, 1919. Paper. 1s. 6d.

This booklet of 138 pages, "intended for boys who are making their first acquaintance with Horace—or, for that matter, with Latin poetry of any sort," contains twenty-five of the odes, chosen from all the four books. The first seven are i. 5, i. 22, iii. 9, iii. 26, i. 8, iii. 7, ii. 7, which will give some idea of the arrangement.

The introduction gives an outline of the poet's life and a brief discussion of his works, of Latin verse as contrasted with English, and of the two favorite Horatian measures. For the eleven selections in other meters the quantity schemes are given in the notes. In the marking no distinction is made between natural quantity and quantity by position. Thus (p. 13) we meet *sūbsunt*, *sūbducimus*, *nīgrūm*, *dūlce*, *ēst*, *metuūt regem*. Scholars should agree upon uniform treatment of such cases.

In the vocabulary definitions are brief and adapted solely to the selections. The principle of quantity marking is not altogether happy: "Final *i* and *o* are long *if not marked*. Other long vowels are marked if not lengthened by position"; but no attempt is made to indicate "hidden quantities," and the long *o* (Greek ω) in the nominatives Amphion and Ixion is not so marked.

To each ode in the text is given a heading: "*Amantium Irae*," iii. 9; "*Loin des yeux, près du cœur*," iii. 7; "There are more things . . .," i. 34, etc., and in the notes are fuller outlines. Thus i. 8 is headed "An Expostulation," while in the notes we find this: "Horace wishes to know why an imaginary young lady is keeping an imaginary young gentleman from the athletic sports to which he formerly was so partial," which sounds like a "problem of conduct" in the *British Weekly*. Of ii. 3 he writes, "An ode which soon develops into a rather melancholy discourse on his favorite text, 'Let us eat, drink and be merry, for tomorrow we die'"—which, by the way, is a very common misquotation of the biblical phrase (Isa. 22:13, I Cor. 15:32).